Lamar Consolidated Independent School District

Hutchison Elementary

2024-2025 Campus Improvement Plan

Mission Statement

The mission of IDH is to nurture well-rounded students who excel academically, thrive socially, and develop emotionally—all while fostering a respectful and inclusive environment.

Vision

Irma Dru Hutchison Elementary will provide an engaging environment that prepares students to be well-rounded citizens, diverse thinkers, and lifelong learners.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

During our first meeting which was held on May 13, 2024, the Site Based Team discussed the purpose for the meeting including the process for identifying our campus needs and the methods for analyzing data. We identified several pieces of data that would assist the team including the STAAR Domain Reports, Campus Climate Survey, NWEA MAP data, and 23-24 STAAR data. At the conclusion of the meeting, we assigned individuals to collect the data to be reported to the team at the next meeting.

During the second meeting, which was held on July 18, 2024, the Site Based Team evaluated 10 pieces of data and identified strengths and problems in each area. Each team member was given the opportunity to present their data to the group. The Site Based Team worked together to identify strengths and areas of concern. They also decided upon the three areas of focus for the school year. Documentation of the process includes meeting minutes, agendas, sign in sheets, and copies of data reviewed.

Demographics

Demographics Summary

Irma Dru Hutchison Elementary School is a PK-05 Title 1 School with a.total enrollment of approximately 568 students and an overall state accountability rating of A as of 2023. No ratings have been issued for more recent years. Economically disadvantaged students are 322 students ehich equals 56.69% of students. Overall Daily Attendance Rate is 94.6%. The information below summarizes enrollment by demographic and student groups.

Campus Profile

Female - 46%

Male - 54%

Hispanic - 29%

American Indian - 1%

Asian - 24%

African American - 31%

Native Hawaiian - 1%

White - 11%

Two or More - 4%

Emergent Bilingual - 27%

Dyslexia - 1%

GT - 8%

SPED - 15%

Teacher Percentages

African American 22%

Hispanic 22%

White 41%

Asian 14%

2 or more 1%

Demographics Strengths

The demographic of teachers has increased in alignment to the distribution of students. 99% of teachers are fully certified and 100% of paraprofessionals are Highly Qualified.

Problem Statements Identifying Demographics Needs

Problem Statement 1: African American and Hispanic students scored 86% and 83% on Reading STAAR and 75% and 73% on Math STAAR.   **Root Cause:** A plan needs to be created to monitor data on common assessments for all groups of students.

Student Learning

Student Learning Summary

Tested Areas	2024 Approaches	2024 Meets	2024 Masters	2023 Approaches	2023 Meets	2023 Masters
ELAR	84	55	26	87	63	33
Math	77	46	16	81	50	22
Science	53	26	9	63	30	16

Student Learning Strengths

- 3rd Grade Math STAAR scores in the meets category increased by 3% from 43-46%.
- 4th Grade Reading STAAR scores in the approaches category increased by 3% from 84-87%.
- African American students increased in meets by 10% from 48-58% on 4th grade math STAAR.
- Economically disadvantaged students increased in approaches (2%), meets (12%), and masters (6%) on 5th grade math STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students scoring in Meets and Masters categories have declined between 4%-8% on May 2024 Math and Reading STAAR. **Root Cause:** There is a lack of consistency in spiraling of content standards. We also identified a need to conduct small groups with students who need enrichment to maintain or grow to meets or master's levels.

School Processes & Programs

School Processes & Programs Summary

<u>**Teacher Retention**</u>

School Year	# of teachers	# Retired	#Promoted	# Other	% Retained
2021-2022	55	1	2	16	65%
2022-2023	42	1	1	6	81%
2023-2024	40	1	1	11	68%

Hutchison Elementary had 55 teachers in the 21-22 school year, due to an increase in enrollment from the Phelan zone. Once the new campus opened, 6 teachers accepted a transfer. Due to enrollment numbers over the 22-23 and 23-24 school years, teachers have been reassigned to different grades in order to meet campus needs. Several teachers have also accepted transfers, retired, been promoted internally, or moved due to personal needs.

Effective Teachers

School Year	# of teachers	% Highly Qualified	% core academic - highly qualified	% receiving high quality professional development
2021-2022	55	100%	100%	100%
2022-2023	42	99%	99%	100%
2023-2024	40	99%	99%	100%

School Processes & Programs Strengths

Academics

- Teachers implemented Canvas to post lesson plans, create assignments, communicate with parents, and increase technology integration with students.
- Teachers have been trained and guide students in Project Based Learning during Hornet Time, 4 days per week. These projects culminate in our Campfire Night and Inquiry Illuminated presentations to parents and community members.
- Teacher leadership continues to be supported through the use of team leaders and opportunites to be sub administrator. They also demonstrate lessons to each other and participate in Learning Walks to align instruction and share best practices.

Staff Recruitment and Retention

- Teachers participate in quality campus and district training on various topics specific to campus and district goals.
- Teachers attend conferences including CAMPT and science conference to enhance their instruction.
- Professional Learning Communities are used to align instruction to standards, review student data, and develop quality lesson plans and assessments.

- Instructional Coaches are available for all subject areas and support by modeling lessons, reviewing teacher/student data, and coaching via the Impact Coaching Cycle.
- Each teacher uses the T-TESS model to create professional and student growth goals aligned to campus needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The average teacher retention rate for for the last three school years averages to 71%.   **Root Cause:** District growth and opportunities to transfer have increased the number of teachers leaving campus. Teachers also need more opportunities to share their learning with their peers.

Perceptions

Perceptions Summary

Family and Community Engagement Summary

Hutchison Elementary strives to create a student and community friendly school environment. 87% of parents rate the quality of education received at Hutchison as A-B. We have strived to increase our communication and opportunities for education updates, volunteer opportunities, and social-emotional support.

School Culture and Climate

Our campus uses the Positive Behavior Support model to support a positive campus environment. Along with PBIS we include Character Counts and reinforce our mission and vision of training a well-rounded student daily. The PBIS Committee meets monthly to discuss student incentives, discipline data, and address campus needs. Students, parents, and staff complete the Climate Survey yearly.

Perceptions Strengths

- PBIS posters including hallway expectations, restroom, classrooms, and common areas are posted for student view.
- PBIS parties are hosted once per nine weeks to celebrate positive behavior.
- Students can visit the Hornet Buck store as buy items with campus money earned for meeting PBIS expectations.
- Points of Pride are given by staff to support appropriate hallway behavior.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student attendance is below 95% at 94.6%.   **Root Cause:** Students are encouraged to stay home if they are sick. We also have a number of students with more than 10 absences in a six month period due to illnesses, extended family leaves out of the country, and unexcused.

Priority Problem Statements

Problem Statement 1: Students scoring in Meets and Masters categories have declined between 4%-8% on May 2024 Math and Reading STAAR.

Root Cause 1: There is a lack of consistency in spiraling of content standards. We also identified a need to conduct small groups with students who need enrichment to maintain or grow to meets or master's levels.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Goal 1: [ELAR]

(1A) By May 2025, the percentage of students that score Meets or Above on ELAR STAAR will increase from 58% to 60%.

(1B) By May 2025, the percentage of K-2 students at Hutchison Elementary reading on or above grade level will increase from 76% to 80% as measured by MAP Early Literacy.

Performance Objective 1: Hutchison Elementary will provide staff development to include district training and partnerships with the ELAR department to improve Tier 1 Instruction in the classroom.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will participate in PLC as outlined in the PLC framework using book studies and materials to support essential learning standards.	**Formative**		
Strategy's Expected Result/Impact: Teachers will use data to inform their decisions and guide instruction. **Staff Responsible for Monitoring:** Instructional staff: teachers, coaches, administration	**Feb**	**Apr**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will receive training in appropriate ELPS strategies for Tier 1 instruction.	**Formative**		
Strategy's Expected Result/Impact: Teachers will use best practices to support all students. **Staff Responsible for Monitoring:** Emergent bilingual specialist **Funding Sources:** - 199 PIC 25 State Bilingual/ESL - $600	**Feb**	**Apr**	**June**

Strategy 3 Details	Formative Reviews		
Strategy 3: Blended learning will be utilized to extend the learning process for all students including EB, at-risk and GT.	**Formative**		
Strategy's Expected Result/Impact: Students will actively participate in designated studios as outlined in the blended learning framework. Teachers will use materials suggested by the blended learning format and following district expectations. **Staff Responsible for Monitoring:** All instructional staff: teachers, coaches, administration	**Feb**	**Apr**	**June**

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will continue to receive training on ECR for all Tier 1 students including EB, GT, and at-risk.	Formative		
Strategy's Expected Result/Impact: Teachers will use 2024 STAAR data to guide and improve instruction. **Staff Responsible for Monitoring:** All instructional staff: teachers, coaches, administration	Feb	Apr	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Continue to staff Pre-Kindergarten teachers to provide Pre-Kindergarten classes to prepare students with early language acquisition skills and emerging literacy skills.	Formative		
Strategy's Expected Result/Impact: Early intervention of academic instruction increases opportunities for student future success **Staff Responsible for Monitoring:** Admininstrators, Instructional Coaches **Funding Sources:** Pre-K Personnel (Aides) - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $62,538	Feb	Apr	June

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 1: Goal 1: [ELAR]

(1A) By May 2025, the percentage of students that score Meets or Above on ELAR STAAR will increase from 58% to 60%.

(1B) By May 2025, the percentage of K-2 students at Hutchison Elementary reading on or above grade level will increase from 76% to 80% as measured by MAP Early Literacy.

Performance Objective 2: Ensure that all K-5 ELAR students including EB, at-risk, and GT, receive supports and utilize technology resources for intervention, remediation and enrichment.

Evaluation Data Sources: None

Strategy 1 Details		Formative Reviews		
Strategy 1: Offer after school tutoring for Emergent Bilingual students.		**Formative**		
Strategy's Expected Result/Impact: Emergent Bilingual students will increase their English proficiency in one or more domains. **Staff Responsible for Monitoring:** Emergent Bilingual Coach **Funding Sources:** Tutoring - 199 PIC 25 State Bilingual/ESL - $750, Supplies for students - 199 PIC 25 State Bilingual/ESL - $400		**Feb**	**Apr**	**June**

Strategy 2 Details		Formative Reviews		
Strategy 2: Ensure that all K-5 students receive intervention and remediation through MTSS (Hornet Time) as needed.		**Formative**		
Strategy's Expected Result/Impact: MTSS intervention will increase student achievement. **Staff Responsible for Monitoring:** All instructional staff: teachers, coaches, administration **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Scholastic - 211 Title I, Part A - $2,300, ELAR materials and supplies - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $500, IXL - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $1,000		**Feb**	**Apr**	**June**

Strategy 3 Details	**Formative Reviews**		
Strategy 3: All students in 4th-5th grades including EB, GT, and at-risk students who need House Bill tutoring will receive their required hours of ELAR intervention.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Students receiving House Bill tutoring will demonstrate achievement on grade level TEKS. **Staff Responsible for Monitoring:** All instructional staff: teachers, coaches, administration **Title I:** 2.4, 2.6 **Funding Sources:** - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $750, Supplies and reading materials - 199 PIC 25 State Bilingual/ESL - $780			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Students in grades 3rd - 5th grade will be offered after school tutorials provided by teachers twice per week during the Spring semester prior to STAAR.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Students will get additional support to clear up misconceptions and solidify proficiency with concepts that need improvement. **Staff Responsible for Monitoring:** 3rd - 5th grade tutorial math teachers **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 211 Title I, Part A - $1,100, - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $650			

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 2: Goal 2: [Math]

(2A) By May 2025, the percentage of students that score Meets or Above on Math STAAR will increase from 48% to 50%.

(2B) By May 2025, the percentage of 1st and 2nd grade students scoring above 61st percentile will increase by 5% as measured on the EOY MAP.

Performance Objective 1: Hutchison Elementary will provide staff development to include professional development training, coaching and partnerships with the Math department to improve Tier 1 instruction in the Math classroom.

> **Evaluation Data Sources:** Student trackers, unit assessment, benchmark and STAAR data.

Strategy 1 Details	Formative Reviews		
Strategy 1: During PLC teachers will analyze data, go over the assessments to be given at the end of the unit, identify common misconceptions, and make adjustments to their teaching strategy accordingly.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Tier 1 instruction will be high quality and will reduce the number of students who need to be reassessed at the end of the unit. **Staff Responsible for Monitoring:** Administrators and instructional coaches. **Funding Sources:** - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $1,700			

Strategy 2 Details	Formative Reviews		
Strategy 2: Emergent bilingual students will use ELPS strategies which include multiple modalities, such as student discussion in English or their primary language followed by English support, graphic representations, and/or use of manipulatives.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Students who are identified as emergent bilingual will increase language proficiency in one or more domains. **Staff Responsible for Monitoring:** Instructional coach and emergent bilingual specialist **Funding Sources:** Supplies and Academic Materials - 199 PIC 25 State Bilingual/ESL - $1,000			

Strategy 3 Details	Formative Reviews		
Strategy 3: Students will engage in the blended learning model allowing for self-paced, student choice instructional activities. They will use their checklists each week to help gauge mastery of the concept and determine which concepts should be revisited.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers and students will use the check list to track growth of all concepts being assessed throughout the year. **Funding Sources:** - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $750			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: Goal 2: [Math]

(2A) By May 2025, the percentage of students that score Meets or Above on Math STAAR will increase from 48% to 50%.

(2B) By May 2025, the percentage of 1st and 2nd grade students scoring above 61st percentile will increase by 5% as measured on the EOY MAP.

Performance Objective 2: Ensure that all K-5 Math students receive supports for intervention, remediation and enrichment. Student and teacher progress will be monitored in PLC.

    Evaluation Data Sources: Student trackers, unit assessment, benchmark and STAAR data.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students in grades 3rd - 5th grade will be offered after school tutorials provided by teachers twice per week during the Spring semester prior to STAAR.	**Formative**		
	Feb	**Apr**	**June**

Strategy's Expected Result/Impact: Students will get additional support to clear up misconceptions and solidify proficiency with concepts that need improvement.
    Staff Responsible for Monitoring: 3rd - 5th grade tutorial math teachers
 	
    Funding Sources: Tutoring - 211 Title I, Part A - $1,100, Supplies - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $500			

Strategy 2 Details	Formative Reviews		
Strategy 2: Students who have been identified as Tier 2 or 3 in MTSS will be provided intervention support during Hornet Time twice per week.	**Formative**		
	Feb	**Apr**	**June**

Strategy's Expected Result/Impact: The number of students on tier 2 or 3 support will decrease.
    Staff Responsible for Monitoring: Teachers and instructional coach
 	
    Funding Sources: Supplies and Academic Materials - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $750			

Strategy 3 Details	Formative Reviews		
Strategy 3: Students in 4th and 5th grade who did not score approaches or higher will receive either 15 or 30 hours of accelerated learning based on House Bill 1416.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Students will close gaps identified on STAAR and score at least approaches on 24-25 STAAR test. **Staff Responsible for Monitoring:** House Bill instructors			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: Goal 3: [Science]

(3A) By May 2025, the percentage of students scoring Meets will increase 5% on the 5th Grade Science STAAR.

(3B) By May 2025, 65% of 2nd-5th grade students will meet their End Of Year Progress Learning Goal.

Performance Objective 1: The leadership team will hold Vertical Alignment Professional Development sessions with 3rd-5th grade science teachers to focus on spiral review, differentiation, and enrichment strategies.

    Evaluation Data Sources: Progress Learning and Blended Learning studios will be used to assess and differentiate 3rd, 4th and 5th grade science TEKs.

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Use the data from the Historical Spreadsheet to analyze 3rd and 4th grade assessed TEKs. Using this data will allow us to determine which TEKs will require spiral review.
    Strategy's Expected Result/Impact: The students will score 65% or above on spiraled TEKs quick-checks.
    Staff Responsible for Monitoring: The teachers and leadership team will monitor data and reflect with teachers for continuation of plan.
	Formative		

	Feb	Apr	June
	65%		

Strategy 2 Details	Formative Reviews		

Strategy 2: Provide Science Instructional Coach to model best practices for teachers, participate in PLC meetings, and review program implemtation based on data analysis.
    Strategy's Expected Result/Impact: Increase in student achievement as noted on campus and district common assessments.
    Staff Responsible for Monitoring: Administrators
 	
    Funding Sources: - 211 Title I, Part A - $89,766.57
	Formative		

	Feb	Apr	June
	70%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 3: Goal 3: [Science]

(3A) By May 2025, the percentage of students scoring Meets will increase 5% on the 5th Grade Science STAAR.

(3B) By May 2025, 65% of 2nd-5th grade students will meet their End Of Year Progress Learning Goal.

Performance Objective 2: Focus on hands-on learning to create both concrete and abstract connections, enhancing the understanding of different assessment item types.

   Evaluation Data Sources: Utilize Progress Learning and past test questions to evaluate specific 3rd and 4th grade science TEKS.

   Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Identify and pull out hands-on questions from previous STAAR tests to tie questions into investigations.	**Formative**		
Strategy's Expected Result/Impact: Students will be able to complete hands-on investigations with 65% accuracy.	**Feb**	**Apr**	**June**
Funding Sources: - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $300	50%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide hands on learning, field trips, and events for at-risk, EB, and GT students that encourage mastery of the science TEKS for a well-rounded education.	**Formative**		
Strategy's Expected Result/Impact: Increase understanding of new science TEKS through on and off campus experiences	**Feb**	**Apr**	**June**
Funding Sources: - 211 Title I, Part A - $1,000	35%		

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 4: Goal 4: Campus Culture

By May 2025, Discipline referrals will decrease by 10% measured by Skyward Discipline data.

Performance Objective 1: Discipline tracking will increase through the use of a standardized tracking form for all grade levels campus wide.

Evaluation Data Sources: Skyward referrals
PBIS Conduct Notes

Strategy 1 Details	Formative Reviews		
Strategy 1: Train teachers on the appropriate use of the campus discipline matrix during Professional Development.	**Formative**		
Strategy's Expected Result/Impact: Reduce the amount of office referrals	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: AP			
Title I: 2.4, 2.6			

Strategy 2 Details	Formative Reviews		
Strategy 2: Communicate methods for parent and family engagement through campus newsletters, teacher Canvas pages, campus events and parent conferences.	**Formative**		
Strategy's Expected Result/Impact: Increase parent and family involvement	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administration			
Title I: 4.1, 4.2 **Funding Sources:** - 199 PIC 25 State Bilingual/ESL - $1,000			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: Goal 4: Campus Culture

By May 2025, Discipline referrals will decrease by 10% measured by Skyward Discipline data.

Performance Objective 2: Teachers will be trained to use strategies and techniques consistent with best practices in PBIS to manage Level 1 offenses across all grade levels.

    Evaluation Data Sources: Staff Development
PBIS Conduct Tracker
PBIS Rewards Stategies

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff PD on using corrective measures to target Tier 1 behavior.	**Formative**		
Strategy's Expected Result/Impact: Reduced the number of distractions/disruptions occurring during instruction.	**Feb**	**Apr**	**June**
Title I: 2.6			

Strategy 2 Details	Formative Reviews		
Strategy 2: Students will receive rewards based on campus Positive Behavior Support strategies to increase social emotional and academic success on campus.	**Formative**		
Strategy's Expected Result/Impact: Increase of positive behavior in classrooms and around campus **Staff Responsible for Monitoring:** Admin, PBIS committee, counselor	**Feb**	**Apr**	**June**
Funding Sources: - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $812, - 211 Title I, Part A - $1,000			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 4: Goal 4: Campus Culture

By May 2025, Discipline referrals will decrease by 10% measured by Skyward Discipline data.

Performance Objective 3: Hutchison Elementary will participate in the Innovative School Day model which will incorporate project based learning, technology integration, and social emotional supports.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will use various technology integration programs to increase inquiry and opportunities for project based learning.	**Formative**		
Funding Sources: - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $1,000, - 211 Title I, Part A - $333.43	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

State Compensatory

Budget for Hutchison Elementary

Total SCE Funds: $8,712.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Our State Comp Ed budget supplements the regular education program by providing tutoring, educational materials, and supplies for innovative lessons aligned to TEKS and technology standards.

Personnel for Hutchison Elementary

Name	Position	FTE
Danielle Perez	PK Aide	1
Qamar Khali	PK Aide	1

Title I

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) at Irma Dru Hutchison Elementary School (HES) was developed by community and campus stakeholders. The CNA reflects the status of academic achievement of our scholars in relation to the challenging state academic standards, focusing on students who are failing to or are at risk of failing to meet the rigorous state academic standards and those determined by our district. The CNA includes a deliberate focus on achievement for special populations such as At-Risk, Special Education, Emergent Bilinguals, Economically Disadvantaged, and Gifted and Talented. The last date the CNA was reviewed, revised, and approved was October of 2024. The comprehensive list of stakeholders engaged in the development, review, revisions, and approval of the CNA is documented in the Committees section of Plan4Learning. The committee, as well as specialized subcommittees, will meet throughout the school year as new data becomes available and/or when the needs of students require campus-level action. The campus goal is to conduct at least 3 meetings during the 2024 fall semester, and at least 3 meetings during the 2025 spring semester.

Title I Personnel

Name	Position	Program	FTE
Jazmine Hall	Instructional Coach	Title 1	1
Shannon Simon	Assistant Principal/Title I Coordinator	Title I	1.0

Campus Funding Summary

211 Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Scholastic		$2,300.00
1	2	4			$1,100.00
2	2	1	Tutoring		$1,100.00
3	1	2			$89,766.57
3	2	2			$1,000.00
4	2	2			$1,000.00
4	3	1			$333.43
				Sub-Total	$96,600.00
				Budgeted Fund Source Amount	$96,600.00
				+/- Difference	$0.00

199 PIC 30 State SCE Title I-A, Schoolwide Activit

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Pre-K Personnel (Aides)		$62,538.00
1	2	2	ELAR materials and supplies		$500.00
1	2	2	IXL		$1,000.00
1	2	3			$750.00
1	2	4			$650.00
2	1	1			$1,700.00
2	1	3			$750.00
2	2	1	Supplies		$500.00
2	2	2	Supplies and Academic Materials		$750.00
3	2	1			$300.00
4	2	2			$812.00
4	3	1			$1,000.00
				Sub-Total	$71,250.00
				Budgeted Fund Source Amount	$71,250.00

199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$0.00

199 PIC 25 State Bilingual/ESL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$600.00
1	2	1	Supplies for students		$400.00
1	2	1	Tutoring		$750.00
1	2	3	Supplies and reading materials		$780.00
2	1	2	Supplies and Academic Materials		$1,000.00
4	1	2			$1,000.00
				Sub-Total	$4,530.00
				Budgeted Fund Source Amount	$4,530.00
				+/- Difference	$0.00
				Grand Total Budgeted	$172,380.00
				Grand Total Spent	$172,380.00
				+/- Difference	$0.00